DOCUMENT RESUME

ED 377 904 JC 950 034

AUTHOR	Phillipe, Kent; And Others
TITLE	AACC Research and Data, 1994.
INSTITUTION	American Association of Community Colleges, Washington, DC.
PUB DATE	94
NOTE	24p.; The January issue was not published.
PUB TYPE	Collected Works - Serials (022) -- Reports - Research/Technical (143)
JOURNAL CIT	AACC Research and Data; Feb 1994-Dec 1994
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Administrators; Associate Degrees; *College Faculty; College Programs; *Community Colleges; *Educational Finance; Employment Patterns; Full Time Faculty; National Surveys; Nurses; Part Time Faculty; Postsecondary Education; Salaries; Student Characteristics; Student Financial Aid; Two Year Colleges; *Two Year College Students; Vocational Education

ABSTRACT

This series of research briefs published by the American Association of Community Colleges (AACC) between February and December 1994 provide data on topics important to community colleges. These briefs focus on the following: (1) "Health Care and the Role of the Community Colleges," which indicates that projected growth for registered nurses and medical technical workers will be almost twice the general employment growth rate by the year 2000; (2) "Community College Expenditures and Revenues," which highlights differences between two- and four-year colleges; (3) "Federal Expenditures for Higher Education," which explores past and present expenditures of federal money for education, including different funding sources within the government and how the money is distributed; (4) "Community College Degrees," which indicates that 481,720 associate degrees were granted by 2,146 public and private postsecondary institutions in 1990-91; (5) "Workforce Training," which focuses on business and industry and community colleges as partners in training for employment; (6) "Tuition at Public Community Colleges," which indicates that the national tuition average for full-time community college attendance for 1 year was $1,081 in 1992; (7) "Faculty in Community Colleges," which looks at the number of full- and part-time faculty in community colleges, compares the salaries of two- and four-year college faculty and administrators; (8) "'Hot' Programs Survey," which focuses on programs that are particularly popular with local business and industry; (9) "Salaries for Top Administrative Staff at Community Colleges," which compares salaries at two- and four-year institutions for top administrators; (10) "Student Financial Aid in Community Colleges," which looks at trends in Pell Grant distribution; and (11) "Profiling the Community College Student," which focuses on the diversity in community college enrollments. (KP)

ED 377 904

AACC Research and Data, 1994.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Gollattscheck

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

American Association of Community Colleges
Washington DC

(the January issue was not published)

BEST COPY AVAILABLE

JC 950 034

AACC Research and Data

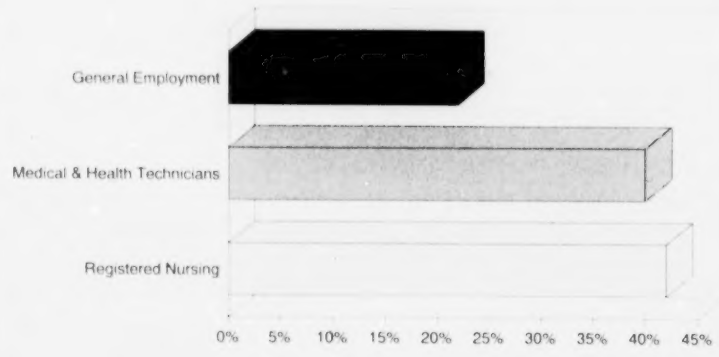
February 1994

Health Care and the Role of Community Colleges

As you are aware, the debate over health care reform has begun. This raises the issue of whether community colleges will continue to play a major role in the education and training of health care personnel. The U.S. Bureau of Labor Statistics projections suggest that health related jobs will far outpace the growth of the general job force, as the chart below indicates.

Projected Job Growth by the Year 2003

+ Projected growth of registered nursing and medical technical workers will be almost twice the general employment growth rate by the year 2003.

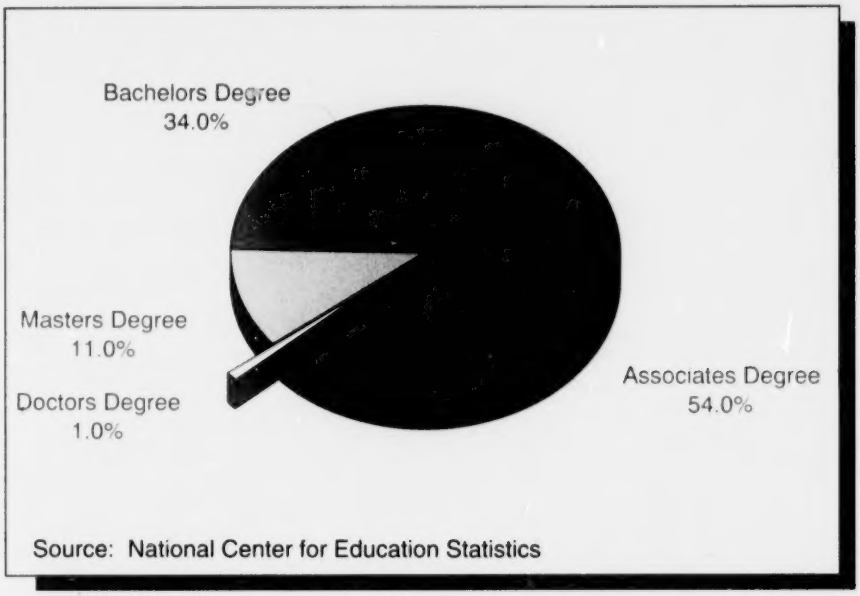


Source: U.S. Bureau of Labor Statistics

Community colleges have traditionally played a crucial role in the training and education of persons in health sciences careers. The following chart illustrates the current proportion of degrees in these fields, broken down by degree type.

Total Health Sciences Degrees Conferred 1990-91
By Degree Type

+ Community colleges account for more than half of all degrees in the health sciences field.

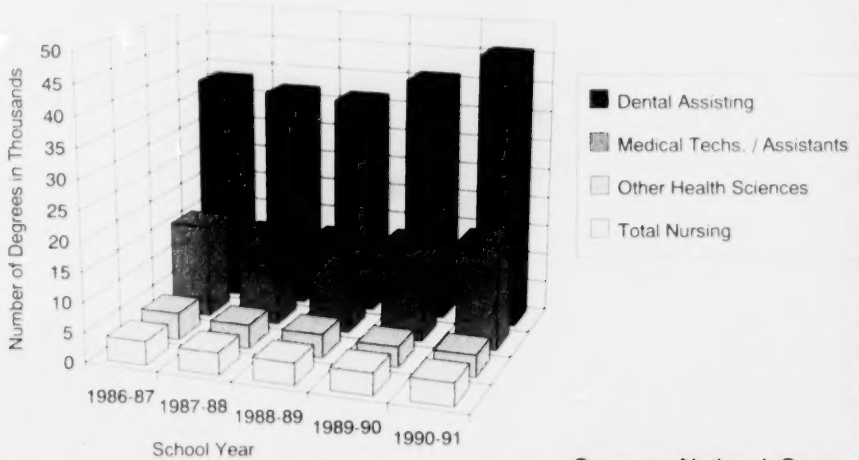


Source: National Center for Education Statistics

What role, specifically, do community colleges play in training these personnel? The following chart shows a five-year trend for degrees granted by two-year colleges, condensed into appropriate health related specialties.

Four-Year Trend of Health Related Associate Degrees Conferred

+ Degrees conferred in nursing and other health sciences have continued to rise at two-year colleges, reflecting the projections that this is an area where community colleges will play a continuing role in fulfilling the future training needs of individuals in the health sciences industry.



Source: National Center for Education Statistics

-- Kent Phillippe, AACC, x222

AACC Research and Data

March 1994

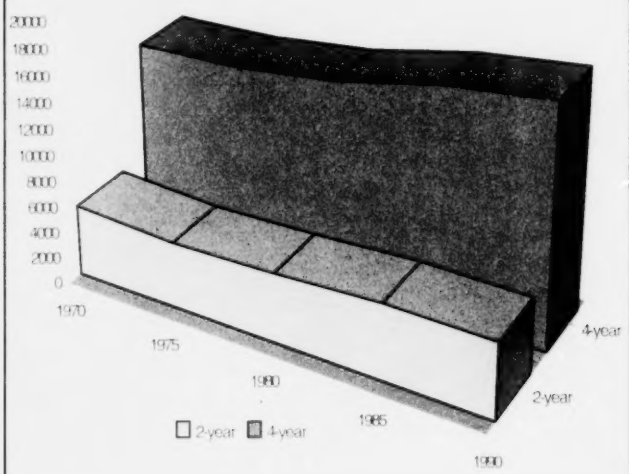
Community Colleges Expenditures and Revenues

While Capitol Hill reviews President Clinton's recently submitted budget proposal, so too are community colleges deciding on their 1994-1995 Budgets. This research brief examines community college expenditures and revenues, and highlights differences between community colleges and four-year institutions.

Expenditures:

Community colleges have been, and continue to be a good value. Figure 1 illustrates the extent that community colleges have been able to control per-student expenditures across a 20 year period. The cost of expenditures, in a constant 1991 dollar amount, has remained almost level, and well below the rising (per-student) expenditures at four-year institutions.

Figure 1
Per-Student Expenditures for Two-Year and Four-Year Colleges: in constant 1991 dollars

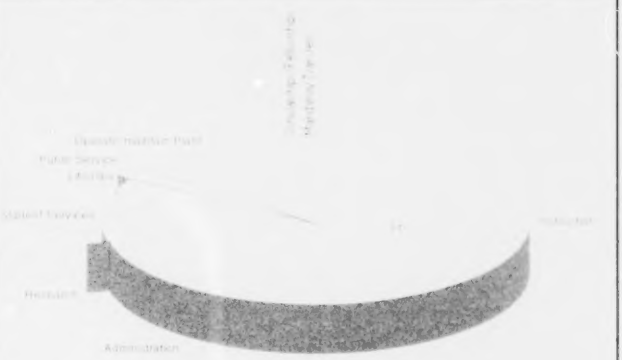


- Community College Expenditures per-student have remained nearly constant across a 20 year period.
- Four-year Institution per-student expense are greater than twice that of community colleges, and have risen at a faster rate.

Not only have expenditures per student remained low, but over half (51.1%) of all expenditures go directly to instruction as shown in Figure 2. This is a larger percentage than any four-year institution type (public universities, 36.3%; public four-year colleges, 44%; private universities, 38.3%; and private four-year colleges, 33.4%). Research, on the other hand, accounts for less than one percent of all community college expenditures.

Finally a third of the budgetary expenditures are used for administration and maintenance of the facilities. Between the years of 1960 and 1975, the number of community colleges doubled. As these new institutions age, the need for building maintenance will increase, therefore, the slice of the expenditure pie for plant maintenance and operation will likely increase through the coming decade.

Figure 2
1991 Expenditures for Two-Year Colleges



- Over half of community college expenditures go directly to instruction.
- One third of expenditures go to administration and physical maintenance of facilities.
- Less than one percent of expenditures are research related.

Revenues:

Revenues for community college costs come from a variety of sources, and differ in proportion from those at other institutes of higher education. A comparison of community college's and four-year institution's revenue sources is shown

in figure 3. As this graph illustrates, tuition and fees account for an equal proportion of revenues for these different institutional types. The three areas where there is significant differences are: 1) four-year institutions get more money from federal grants and contracts; 2) four-year institutions get more money from private gifts, grants, and contracts; and 3) two-year institutions get more revenue from local and state appropriations. The implications for this are that the community college is much more susceptible to the budgetary changes at the state and local level. To remain a good value to the student, community colleges must maintain the support and assistance of both state and local governments.

Figure 3
1991 Proportional Revenue Sources for Two-Year and Four-Year Colleges

- Tuition and Fees revenue proportions are roughly equivalent.
- Four-year institutions get a significantly greater proportion of money from Federal, grants and contracts, and private gifts, grants and contracts.
- Community colleges get a significantly greater proportion of their revenue from state and local appropriations.

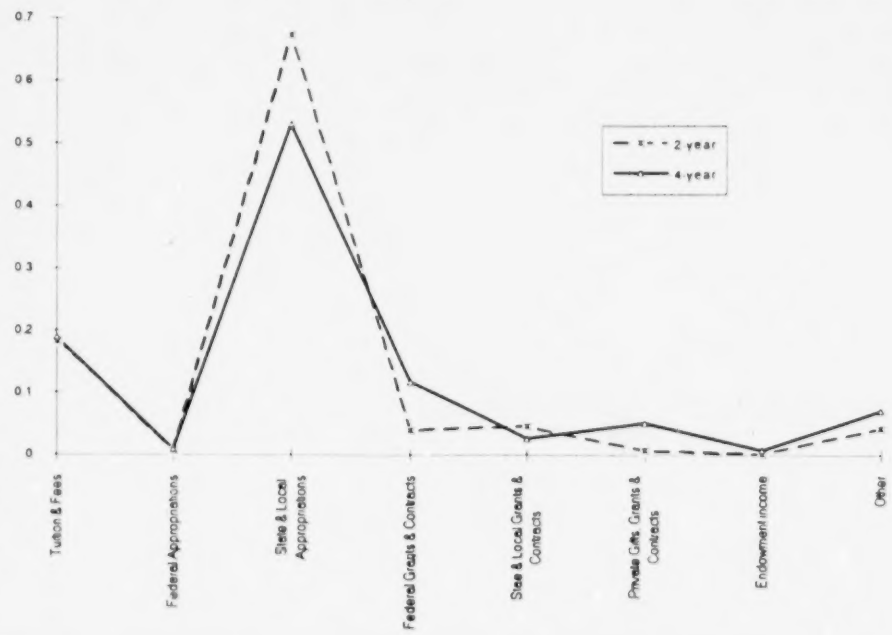
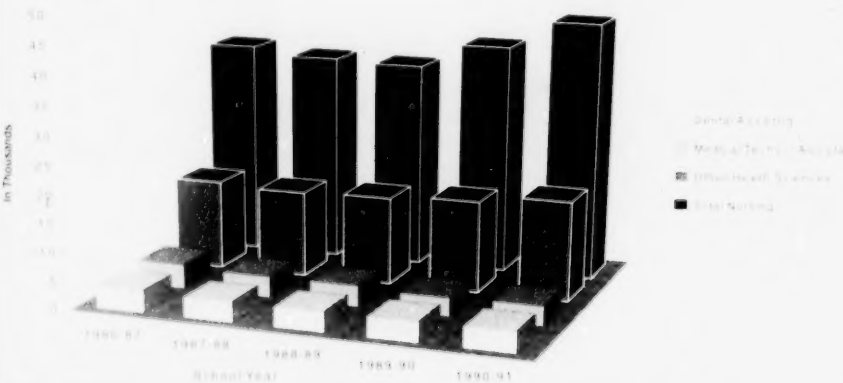


Figure 4
Four-Year Trend of Health Related Associate Degrees Conferred

CORRECTION

In the February, 1994 issue of the *AACC Research and Data* brief of the *AACC Letter*, the legend was inverted in the chart titled "Four-Year Trend of Health Related Associate Degrees Conferred." The correct chart and legend are shown in figure 4.



Source for all figures: National Center for Education Statistics.

--Kent Phillippe, AACC, x222

AACC Research and Data

April 1994

Federal Expenditures for Higher Education

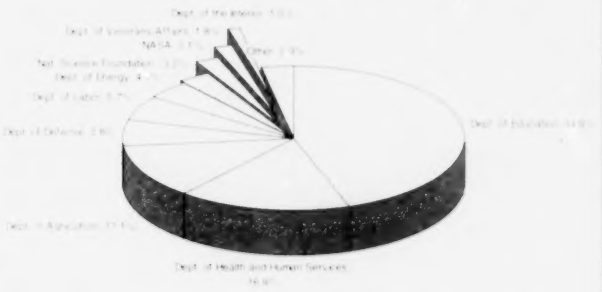
Each year the federal government appropriates billions of dollars to fund education and education related programs across the United States. This money is spent on a variety of programs including direct student aid to undergraduate and graduate students, money for local elementary and secondary education, and money spent for research. The following research brief explores the past and present expenditures of federal money for education, including the different funding sources (governmental departments) and where the money goes.

For the academic year that ended in 1993, federal governmental related expenditures for education equaled $87.5 billion dollars. Approximately 19 billion (22%) of this money is non-federal budget money that is generated by federal legislature, such as money to subsidize and secure student loans. Unless otherwise noted, this report will deal only with the $68.4 billion federal on-budget funds (money directly appropriated in the federal budget).

Not all of the money spent on education comes directly from the Department of Education, in fact, less than half (44.8%) of all education support in 1993 came from the Department of Education's budget. Figure 1 illustrates the proportion of funds that come from the different federal departments and agencies. These federal on-budget funds include everything from direct aid, scholastic grants and contributions, and research grants. Nearly three fourths of federal support for education is from three departments' budgets, Education, Health and Human Services, and Agriculture.

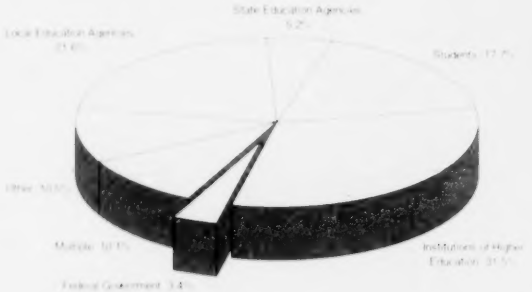
Figure 2 illustrates the recipients of the $68.4 billion federal on-budget funds for education. The largest single share goes to higher education institutions. The second largest slice of the pie goes to local education agencies; agencies directly responsible for elementary and secondary education. It is important to note in this graphic that the percentage for "Institutions of Higher Education" includes money for research as well as other educational support. The category "other" includes monetary support to groups such as Indian tribes, private nonprofit agencies, and banks (as a result of student loans and other arrangements).

Figure 1
Federal Expenditures for Education by Agency
1993



- Less than 50% of federal education spending comes from the Department of Ed's Budget
- The Departments of Education, Health and Human Services, and Agriculture account for 3/4 of budgetary contributions for education

Figure 2
Federal Support for Education by Recipient
1993

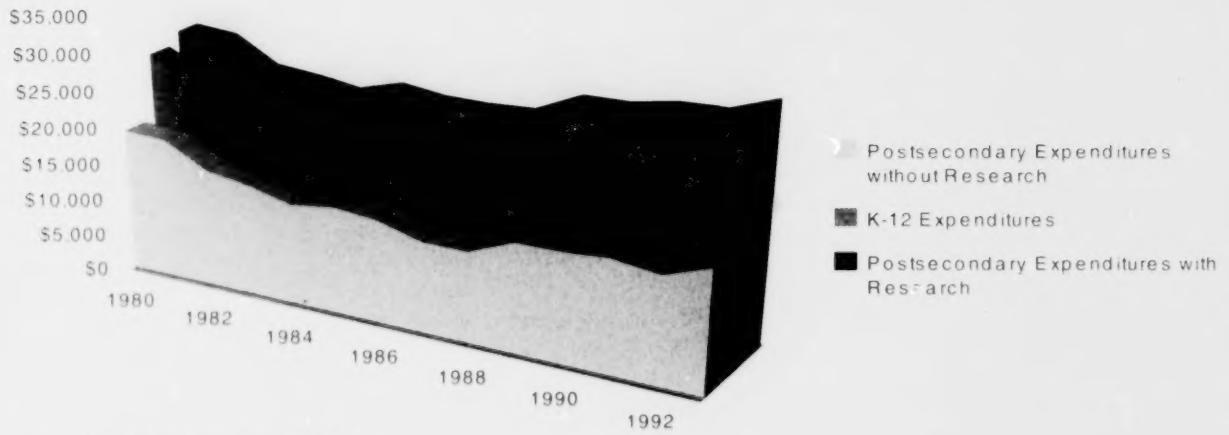


- 3.4 % is paid to the federal government to pay for loan defaults and other related governmental expenses
- The 31.5 % paid to higher education includes research and related funding
- State and Local Education Agencies (26.8%) primarily fund K-12 education

While figure 2 suggests that higher education is doing well with regard to budgetary appropriations, when one considers the role of research separate form other support to higher education, a different picture emerges. Figure 3 shows the 14 year history of educational spending (adjusted for inflation) for K-12 and postsecondary education with and

without research spending. Between the years of 1980 to 1993, elementary and secondary education showed an increase in federal expenditures of 12 percent, while education for postsecondary education without research had a net decline of 13 percent. In addition there was is a 52.7 percent increase in the amount of federal funds that were directed to research at educational institutions, which reflects the overall increase in federal funding to higher education over this time period. During this same time period, higher education enrollment increased 24 percent (12.1 million to 15.0 million). Unfortunately, this overall increase in federal funding has not had any significant impact on community colleges, since a very small portion of community college revenue is research related (See research brief, 3/94).

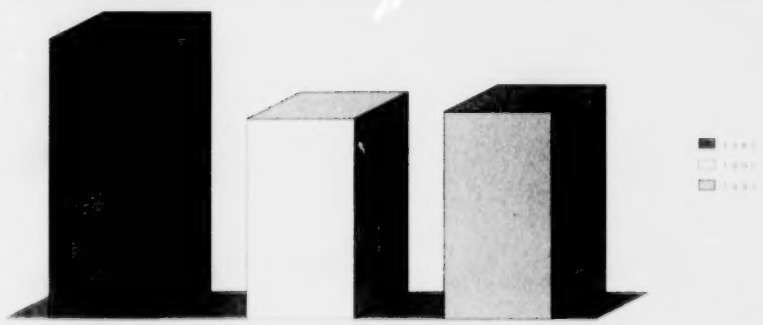
Figure 3
Federal Expenditures for K-12 Education and Postsecondary Education with and without Research Expenditures: 1980-1993



- K-12 funding increased 12 %
- Higher Education funding without research funding decreased 13 %
- Funding for Research increased 53 %

Finally, highlighting the decline of federal support for higher education, figure 4 shows the decreasing role federal funds have in the higher education budgets. During the period of 1980 to 1993, on-budget funds as a proportion of revenues declined from 15.4 percent to 11.4 percent. Therefore even though more federal money is spent on higher education, it is a smaller portion of the total revenues for higher education.

Figure 4
Proportion of Revenue from Federal Funds for Institutions of Higher Education:1980-1993



- Federal funds as a proportion of higher education revenues has declined from nearly 16 % to roughly 11 %.

Source for all figures: National Center for Education Statistics, 1993.

-- Kent Phillippe, AACC, x222

AACC Research and Data

May 1994

Community College Degrees

Now that May is here, community colleges like other institutes of education are holding commencement exercises and conferring degrees. This research brief will look at the degree most associated with the community college - the Associate Degree - and some of the various aspects of this degree.

According to the most recent figures from the National Center for Education Statistics (NCES), there were 481,720 Associate degrees granted in the 1990-1991 academic year. These degrees were granted by 2,146 different institutions - some of which grant degrees higher than the Associate degree. Table 1 shows a break down of the different degrees by type of control and by discipline. As shown in the table, the majority of degrees granted are in liberal or general studies, the degree most frequently used by the transfer student. The next three disciplines in frequency are commonly used as terminal degrees, Business and Management, Health Sciences, and Engineering Technologies.

Community colleges generally have open admission policies, and other programs that encourage all persons, especially minorities to take advantage of the educational opportunities. Figure 1 shows the recent trends in degrees conferred for all of the minority groups as well as nonresident aliens. As seen, there is an increase in degrees conferred for all of the minority groups over the last 8 years, with only the Blacks showing a decrease in the middle years.

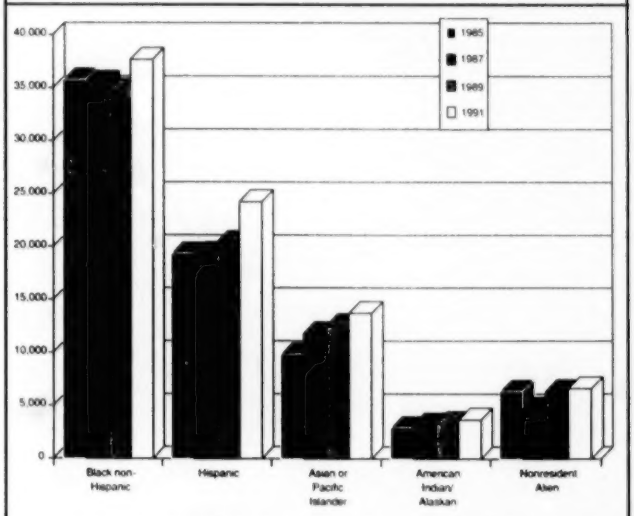
Unfortunately, there is a discrepancy between the percentage of minorities in the country, and the number who receive the Associate degree. According to Bureau of Census data and NCES data, of all Associate degree recipients, 83 % are white, exceeding their racial percentage (76%) in this country. However, Blacks are under-represented earning 8% of the Associate degrees while making up 12% of the total population. Hispanic students also make up less than their percentage of the degrees granted (5%) by total percentage of the population (9%).

Table 1
Associate Degrees Conferred by Discipline
1991

	Public	Private	Total
Agriculture and Natural Sciences	4,592	318	4,910
Agriculture and Environmental Design	913	1,118	2,031
Area and Ethnic Studies	15	4	19
Business and Management	78,887	24,101	102,988
Communications	1,360	487	1,847
Communications Technologies	1,751	258	2,009
Computer and Information Sciences	5,573	2,104	7,677
Education	6,826	969	7,795
Engineering	1,963	497	2,460
Engineering Technologies	34,808	14,829	49,637
Foreign Languages	183	144	327
Health Sciences	63,342	7,477	70,819
Home Economics	6,994	3,885	10,879
Law	4,038	1,446	5,484
Letters	441	32	473
Liberal/General Studies	125,456	12,448	137,904
Library and Archival Sciences	107	9	116
Life Sciences	1,074	45	1,119
Mathematics	630	40	670
Military Science	23	62	85
Multi/interdisciplinary Studies	12,058	209	12,267
Parks and Recreation	356	59	415
Philosophy and Religion	27	62	89
Physical Sciences	2,083	102	2,185
Protective Sciences	13,110	454	13,564
Psychology	874	123	997
Public Affairs	4,711	701	5,412
Social Sciences	2,211	284	2,495
Theology	1	577	578
Visual and Performing Arts	9,571	5,208	14,779
Unknown	14,077	5,613	19,690
Total	398,055	83,665	481,720

Source: National Center for Education Statistics, 1993

Figure 1
Associate Degrees Conferred for Different Ethnic Groups: 1985-1991



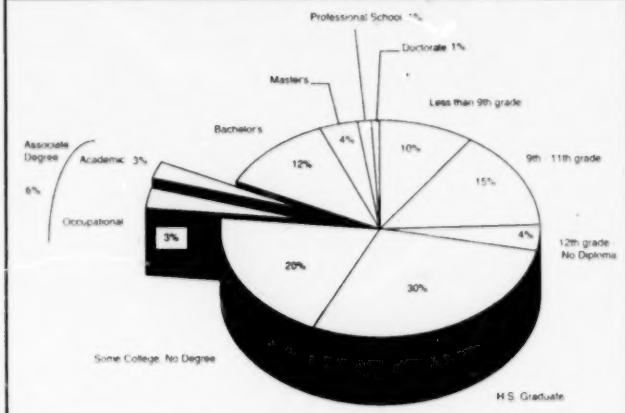
- Degrees Conferred increased for all minority groups from 1985 to 1991.
- Hispanics, Asian and Pacific Islanders, and American Inian/Alaskans, showed a continuing increase across the 8 years.

Source: National Center for Education Statistics, 1993

BEST COPY AVAILABLE

Where does the Associate Degree fit into the overall educational picture? Figure 2 shows the percentage of people 15 years of age and over who hold various levels of educational attainment. As shown, only 24 percent of this population has any postsecondary degree at all. Associate degree holders make up one fourth of this population of degree holders, fairly evenly distributed between academic and occupationally oriented degrees. What this graphic does not show, is the number of students who received the Associate degree and went on to attain a higher degree.

Figure 2
Highest Level of Educational Attainment for People Aged 24 or Greater: 1990

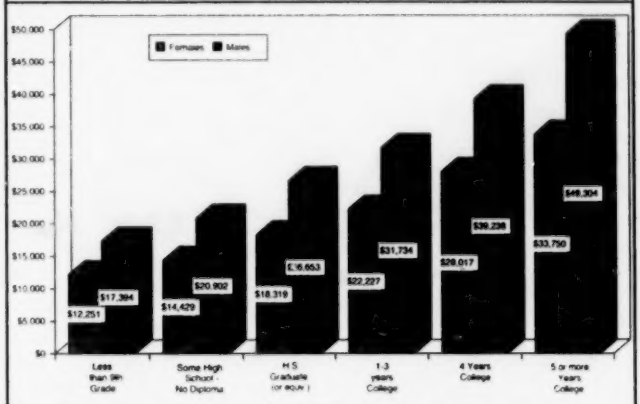


- 24 % of population over 23 has a postsecondary degree
- One quarter of highest degrees attained are Associate Degrees.
- Associate degree holder are equally likely to have an academic or occupational Associate degree.

Source: U.S. Bureau of the Census, 1992

But what is the economic value to all of these students whose final level of attainment is the Associate degree? Figure 3 shows the difference between the yearly salaries for various levels of educational attainment. The first readily apparent aspect of this figure is the wage differential between males and females at all levels of educational attainment. This is frequently discussed and continues to be a major issue. The figure also illustrates that some college (1-3 years) is significantly better than no college at all. In earlier 1989 data from the Bureau of census, the associate degree recipient averaged over $1,000 more per year than a person who had 1-3 years of college and no degree. Therefore, the value of the Associate degree is readily apparent from the amount of money that a person who holds the degree can expect to earn .

Figure 3
Yearly Earnings by Highest level of Educational Attainment: 1991



- Females earn roughly 69% of what males earn.
- Having some college education is worth an average of better than $4,000 a year over no college education.
- An Associate degree is worth roughly $1,000 more per year than some college with no degree at all (1989 U.S. Census Data).

Source: National Center for Educational Statistics, 1993

-- Kent Phillippe, AACC, x222

AACC Research and Data

June 1994

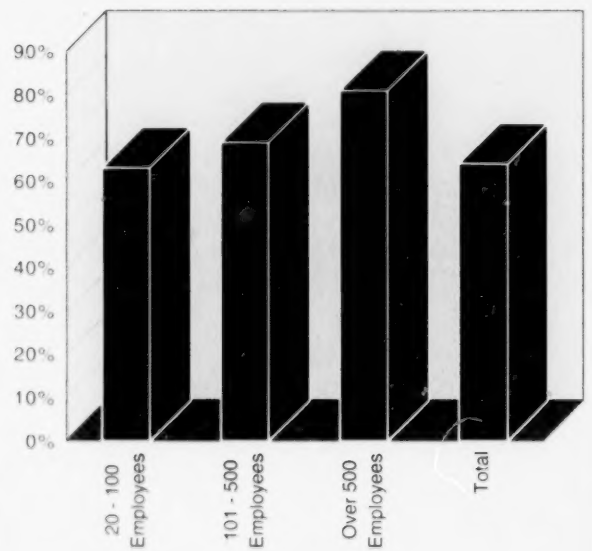
Workforce Training

Community college involvement in workforce training is best understood by looking at both sides of the partnership, business and industry's side, and the community college's side. The pertinent issues are somewhat different for the two sides: for business and industry, availability of funding for these programs and the willingness to use community colleges for this training; for community colleges, the willingness and ability to provide these services, the visibility as a provider of these services, and the availability of funding for these services. This research brief will look at both sides of this partnership, drawing from several surveys that have been completed in recent years.

Workforce Training - The Business and Industry Side

In a representative survey of business and industry leaders (*U.S. Business Views*, 1994), 71 percent of the respondent businesses and industries felt that worker training was important, and 64 percent stated that there would be an increase in the need for training for their business or industry in the next 5 years. This increase in need was especially true for large companies (See figure 1).

Figure 1
Structured Workforce Training By Size of Company



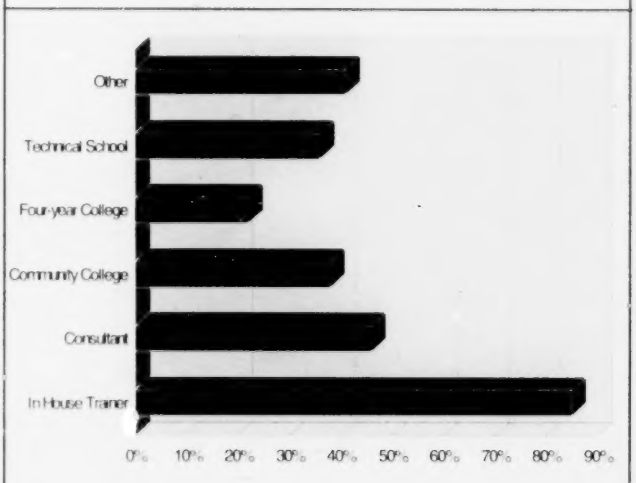
Source: U.S. Business Views, 1994

Of the businesses and industries in the survey, 58 percent stated that they had an organized worker training program. Industries and business with over 500 employees were most likely to have a structured training program (82 percent). Among the employers who had training programs, 6 percent were for management only, 53 percent for non-management only, and the remaining 41 percent were for both management and non-management personnel.

When the respondents were asked about who should contribute to funding for training, an interesting pattern emerged. Eighty-seven percent of the business and industry leaders felt that the employers should supply funding, and 40 percent felt the Employee should. In addition, Federal and State support was cited 23 and 25 percent respectively, and support from unions was endorsed as a source of funding by 14 percent of the companies.

Figure 2 illustrates where the responding companies turn to get their training needs met. Nearly 80 percent of companies had more than one method they utilized for providing their structured training needs. Over 80 percent of the companies relied at least to some degree on an employee of the company to meet structured training needs, while nearly half of the companies (46 percent) used private consultants. Roughly one third of the businesses and industries with structured training programs used community colleges (38 percent) and Vocational /Technical Schools (36 percent).

Figure 2
Percentage of Workforce Training by Type



Source: U.S. Business Views, 1994

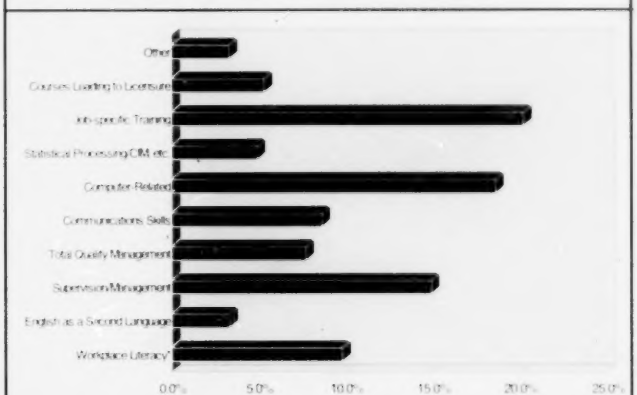
Workforce Training - The Community College Side

As mentioned above, community colleges are tapped by approximately one third of the business and industries who have structured worker training programs. According to a study conducted by the League for Innovation in the Community Colleges (Doucette, 1993), 96 percent of colleges responding were participating in workforce training. While, the majority of community colleges are providing some form of workforce training, slightly more than one third of the active market utilizes the community college as a source for this training. In addition, community colleges serve a disproportionately larger number of manufacturing companies than any other type of business or industry. Thirty-nine percent of all workforce training done by community colleges is for manufacturing businesses. The next closest area of workforce training is for health services, and this accounts for 11.7 percent of community college training.

According to this survey, community colleges provide a diverse array of skills and programs for businesses and industries, ranging from literacy and ESL to job-specific skills. Figure 3 illustrates the percentage of different subjects taught by community colleges reporting in the survey. As might be expected from the number of contracts with manufacturing firms, there is a large amount of technical job-specific training. Traditional scholastic courses (literacy, math, etc.) account for about 10 percent of the training.

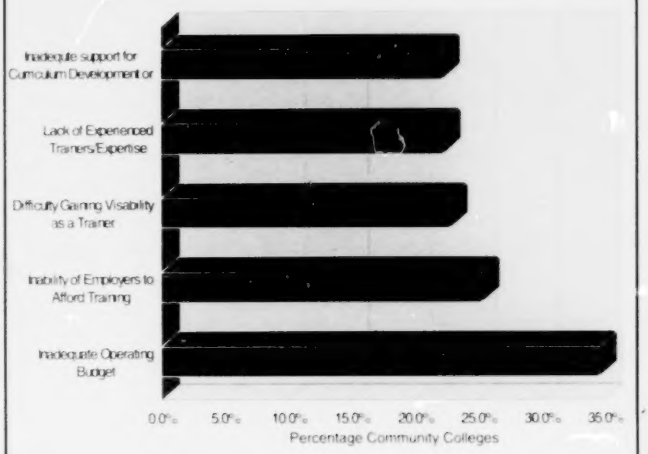
In this same survey, the major obstacles that community colleges reported with regard to providing effective workforce training were primarily monetary. As figure 4 shows, 35 percent of the respondents felt that an inadequate budget was a major obstacle, and 25 percent cited inability of the employers to pay for training. The third most frequently cited major obstacle (23 percent of responding colleges) was inability to gain visibility as a trainer.

Figure 3
Percentage of Community College Subjects in Workforce Training



Source: Doucette, 1993

Figure 4
Five Major Obstacles of Workforce Training:



Source. Doucette, 1993

Conclusions:

The majority of the companies in the business and industry survey state that there will be an increase in the need for worker training in the coming 5 years. If things continue on as they are, community colleges will continue to have less than the lion's share of these training duties. The two roadblocks that must be overcome are those of visibility of community colleges to the businesses and industry leaders as a good source for meeting training needs, and the issue of funding for these programs. Community colleges can take several steps to decrease this problem (for examples see AACC Policy paper (1993) - Call or Write for a copy).

References:

U.S. Business Views on Workforce Training. Unpublished report prepared for American Society for Training and Development, National Retail Federation, National Association of Manufacturers, and Student Loan Marketing Association. Price Waterhouse, April 1994.

Doucette, Don. *Community College Workforce Training Programs for Employees of Business, Industry, Labor, and Government.* A Status report conducted by the League for Innovation in the Community College, March 1993.

The Workforce Training Imperative: Meeting the Training Needs of the Nation. Unpublished policy paper by American Association of Community Colleges, September 1993.

12

-- Kent Phillippe, AACC, x222

AACC Research and Data

July 1994

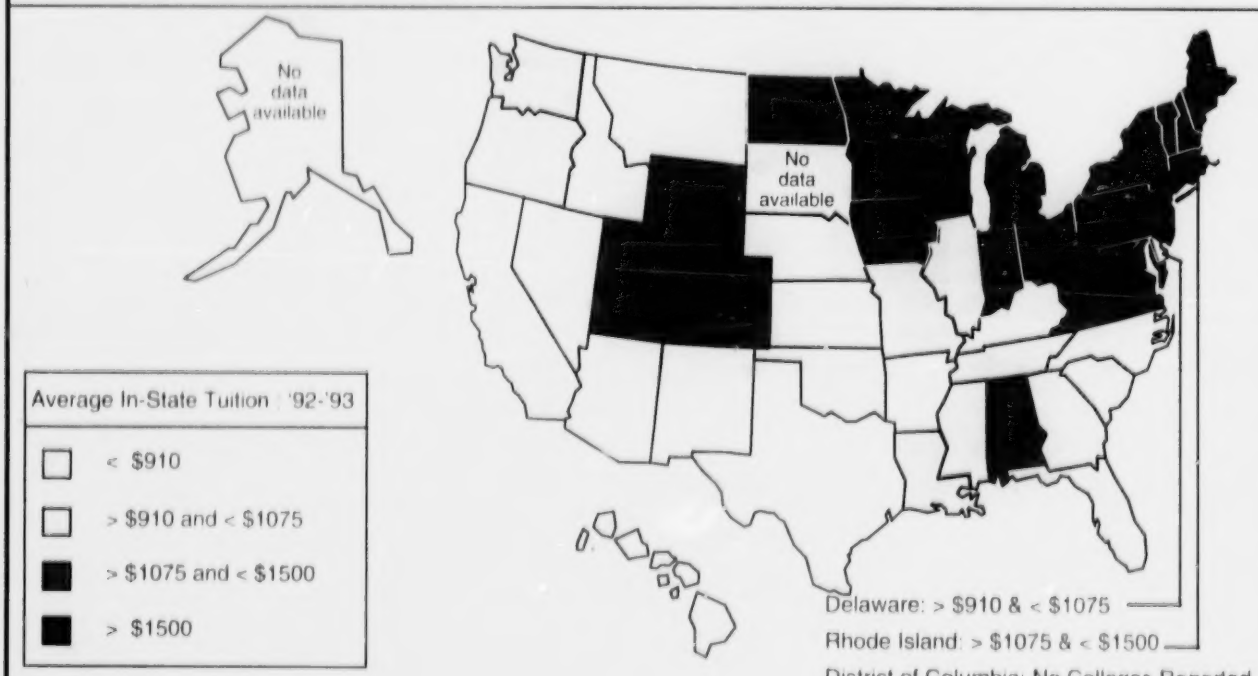
Tuition at Public Community Colleges

Community colleges have historically been a good higher education value. The national tuition average for full-time public community college attendance for one year, with requisite fees, was only $1,081 in 1992 while public four-year institutions cost an average of $2,352. It is important to note that roughly two thirds of all community college students do not attend full-time, due in part to the cost of education. One of the primary missions of community colleges is accessibility to higher education for all willing students. One of the biggest limiting factors to "equal" access to higher education for all students is the cost. The student cost is based on the level of support the schools receive and the ability of the student to obtain financial aid. This research brief will look at the amount of tuition the student is asked to provide for the education he or she receives.

Across the country public community college tuition shows significant variance in 1992, ranging from a low of $209 in California to a high of $2,645 in Vermont. Figure 1 shows the national distribution of tuition by quartiles. The map shows California and the Southwest to have lower community college tuition rates, while the northeast and upper midwest have higher community colleges tuition rates.

Figure 1

Average In-State Community College Tuition by Quartile: 50 States, 1992-1993

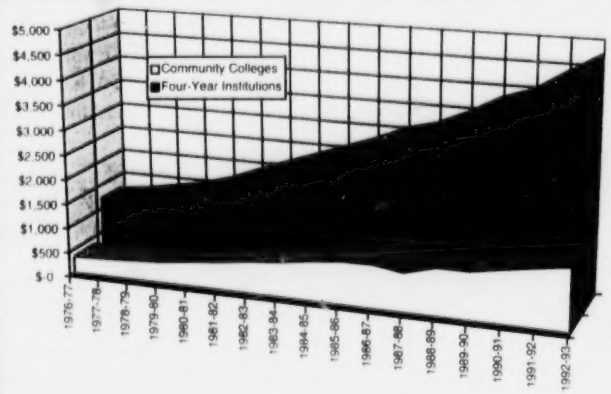


- Northeast and upper midwest have higher tuition.
- West and southwest have lower tuition.

Source: Digest of Educational Statistics, 1993

Figure 2 shows the average tuition difference between public community colleges and public four-year institutions. This figure shows the divergence between the two types of institutions and displays the higher tuition costs of four-year institutions. The average cost of community college education has remained at approximately 30% the cost of full-time attendance at a four-year institution (see Figure 3). As this figure indicates, tuition at community colleges compared to four-year institutions remained roughly constant until the mid 1980's when community college costs rose at a slower pace compared to the costs of four-year institutions.

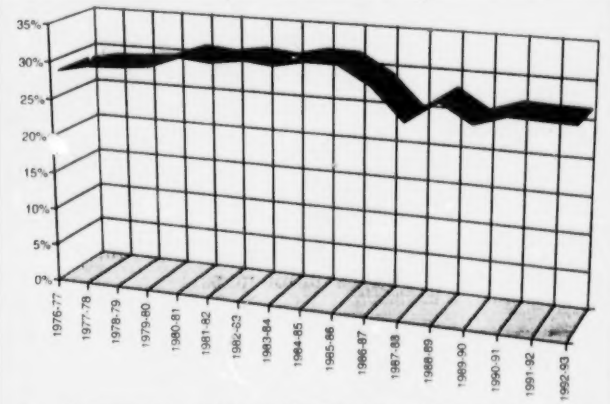
FIGURE 2
PUBLIC IN-STATE TUITION & REQUIRED FEES BY LEVEL OF INSTITUTION: 1976-77 TO 1992-93



- Public four-year tuition and fees have remained significantly higher than community colleges.
- Community college tuition and fees have remained less than half the cost of public four-year institutions.

Source: Digest of Education Statistics, 1993

FIGURE 3
COMMUNITY COLLEGE TUITION & REQUIRED FEES AS A PERCENTAGE OF FOUR-YEAR INSTITUTIONS



- Community college tuition and fees have remained between 24% and 35% the rate of four-year institutions.
- Community college tuition and fees rose relative to four-year institutions until the mid 1980's when they rose at a significantly slower pace.

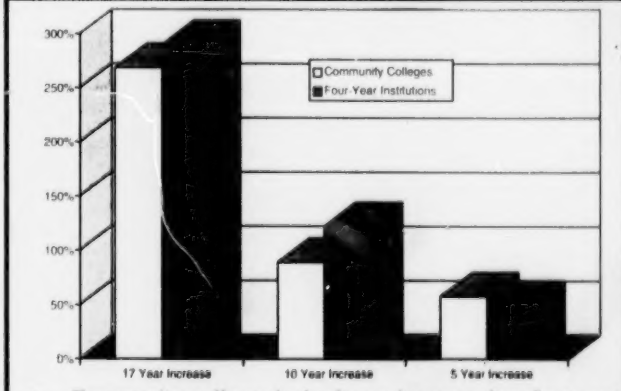
Source: Digest of Education Statistics, 1993

Figure 4 looks at the increase in tuition over select periods of time. As indicated, community colleges had a lower percentage increase over the last 17- and 10- year periods. This figure also shows that community colleges have had a greater increase in tuition over the last 5 years than have four-year institutions.

Community colleges remain a good tuition value. Historically, community college tuition costs have been one-fourth to one-third the tuition at four-year institutions. This is particularly true for the west and southwest of the United States, while the northeast and midwest have had higher tuition costs. When the wage difference between a person with an Associate Degree is compared with that of a person with only a high school education, the $2,162 ($1,081 for two years) tuition fee can be paid by the salary differential in less than one year. Recent funding trends, however, have threatened these low costs, and many states have or are considering significantly raising the cost of tuition for the community college student.

-- Kent Phillippe, AACC, x222

FIGURE 4
PERCENTAGE INCREASE OF TUITION & REQUIRED FEES: 1977 TO 1992



- Community colleges had a lesser increase than four-year institutions from 1977 to 1992 and 1982 to 1992.
- Community colleges had a greater increase in tuition and required fees from 1987 to 1992.

Source: Digest of Education Statistics, 1993

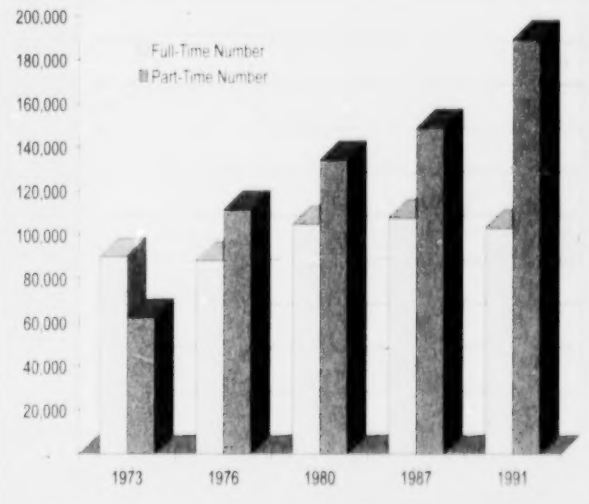
AACC Research and Data

August 1994

Faculty in Community Colleges

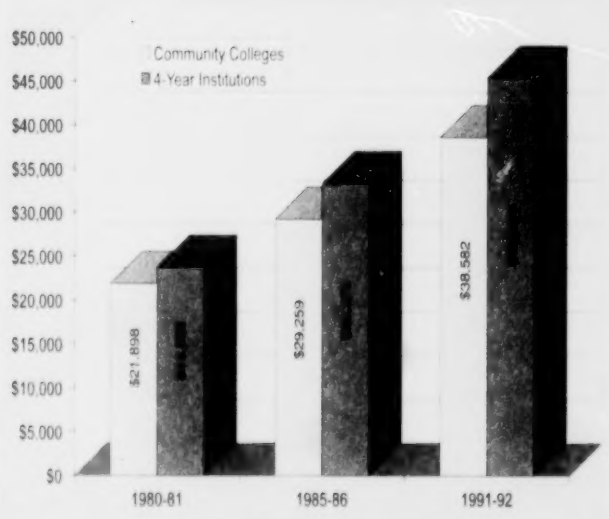
The following presents a brief overview of faculty at community colleges. As the chart on the left shows, the ratio of part-time to full-time faculty has steadily increased over the past 20 years. The charts on the right shows the difference in salary between faculty at two-year institutions compared to four-year institutions. Below, tables displays average salaries by rank for full-time faculty at community colleges.

Number of Full-Time and Part-Time Faculty in Community Colleges: 1973 - 1991



Source: National Center for Education Statistics, 1993

Faculty Salaries in Community Colleges and Four-Year Institutions



Source: National Center for Education Statistics, 1993

Average Salaries of Full-Time Community College Faculty on 9-Month Contracts by Academic Rank: 1980-81 and 1991-92

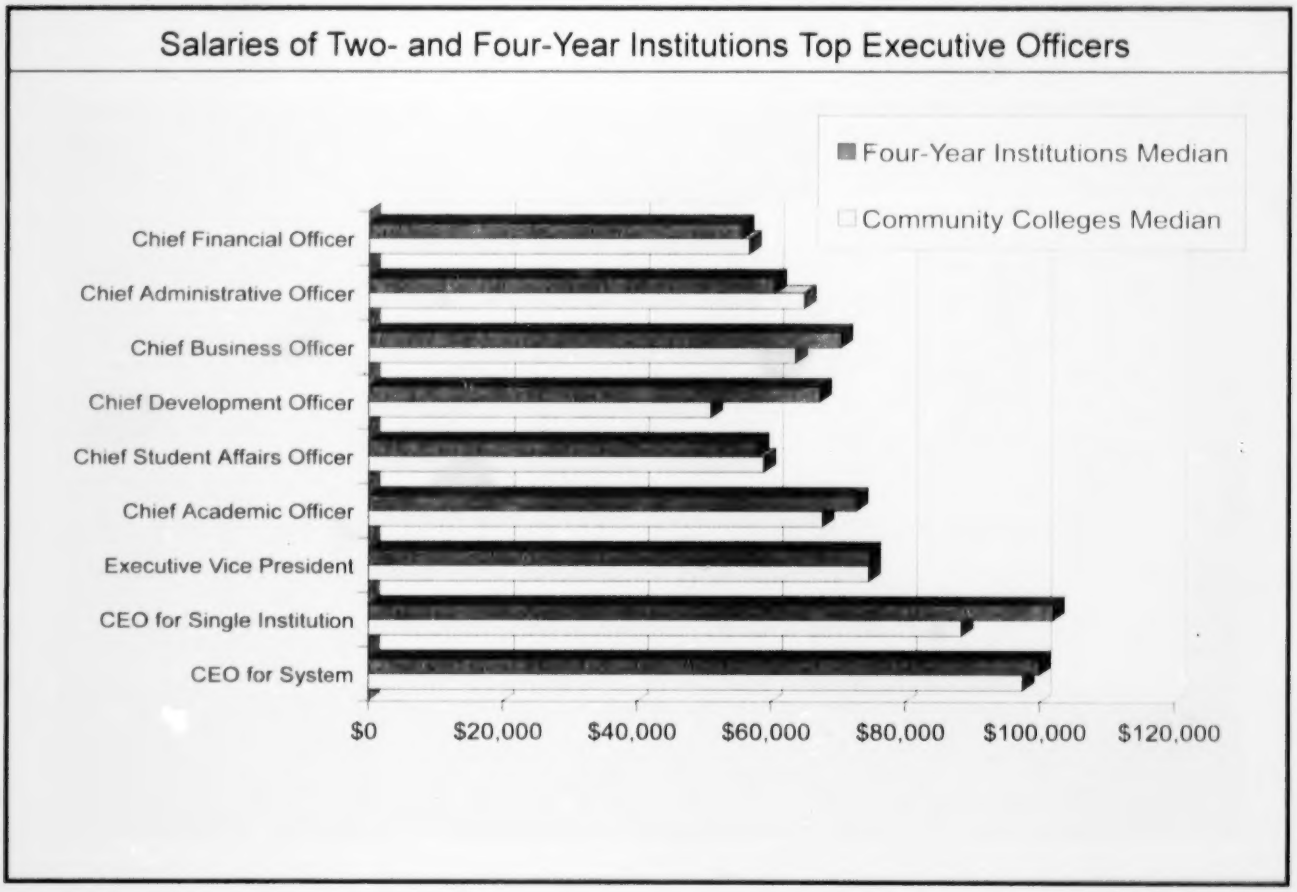
	1980-81	1991-92		
Rank	All Levels	All Levels	Public	Private
All faculty	$21,898	$38,582	$38,959	$25,673
Professor	$26,528	$46,319	$46,681	$32,287
Associate Professor	$22,750	$39,000	$39,416	$28,191
Assistant Professor	$19,166	$33,413	$33,869	$25,477
Instructor	$15,651	$37,375	$37,951	$22,423
Lecturer	$16,222	$29,264	$19,666	$15,682
No Academic Rank	$22,615	$38,109	$38,400	$24,644

Source: National Center for Education Statistics, 1993

Administrative Staff at Community Colleges

Executive or managerial staff comprise approximately 5.1% of the total employees at community colleges. Of these executive staff, 94 percent work full-time. Women represent 37 percent of the full-time executive staff and 52 percent of the part-time executive staff. These numbers are even lower for top executive staff. Similarly, minorities are underrepresented in executive staff positions.

The following table and chart shows the median salaries for various groups of top executive staff, and compares these salaries with those of the people with the same position at four-year institutions.



Executive Officer Salaries

	Community Colleges					Four-Year Institutions
Title	**Median**	**Male**	**Female**	**Minority**	**Non-minority**	**Median**
CEO for System	$97,553	$97,553	$88,500	$81,200	$97,000	$100,000
CEO for Single Institution	$88,398	$89,616	$78,350	$86,355	$88,749	$102,000
Executive Vice President	$74,616	$75,200	$73,777	n.a	$75,200	$74,600
Chief Academic Officer	$67,669	$66,500	$68,004	$68,424	$66,748	$72,711
Chief Student Affairs Officer	$58,930	$59,245	$58,304	$58,872	$58,994	$57,920
Chief Development Officer	$51,022	$53,379	$45,949	$69,768	$51,022	$67,232
Chief Business Officer	$63,648	$64,824	$52,170	$60,638	$63,701	$70,376
Chief Administrative Officer	$64,896	$65,898	$62,793	n.a	$64,896	$60,480
Chief Financial Officer	$56,685	$57,669	$51,424	$55,546	$56,685	$55,620

1993-94 Administrative Compensation Survey (CUPA), 1994

"HOT" PROGRAMS SURVEY

AACC, in conjunction with the Department of Labor, sent out a survey to all member colleges asking for information about associate degrees or certificate programs that are currently "hot," i.e., those that are so popular with local business and/or industry that graduates are being hired immediately upon or even before graduation.

Out of 940 surveys mailed, 463 (49.2 percent) were returned. The majority of the responses contained at least one "hot" program, and most listed more than one. The responses were generally representative of all of the states, other than those states with small numbers of community colleges. On the next page is a table of the most frequently cited programs, the total number of students served, the average beginning salary, and the salary range. Salary ranges varied across the country, with higher salaries generally corresponding to areas with higher costs of living.

There are several interesting points that can be gleaned from the table.

- The majority of the responses show graduates of these programs make at least $20,000 and many substantially more.
- The dental hygiene and registered nurse (RN) programs consistently came out among the highest level of salary, with dental hygienists by several respondents having an annual salary potential of $60,000 per year.
- Allied health-related programs reflected the broadest range of programs offered and greatest student enrollment.
- Technology, especially computer technology, were popular programs with lucrative starting salaries. Robotics graduates make an average of $25,033 a year and manufacturing process technology graduates begin at $24,940.
- Not shown in the table, but collected in the survey, were non-credit training areas that business and industry frequently utilize and request. The most popular of these was computer software training.
- The hot programs closely match the Department of Labor's projections of occupations with the largest growth potential in the next ten years. (see *Monthly Labor Review*, Vol 116, No. 11).

The value of the community college education is clearly illustrated by the responses to this survey. It highlights the starting income potential of two year education degree, it shows the relative demand for students in these programs, and it shows the responsiveness of community colleges to the ever changing needs of the U.S. workforce, and industry.

-- Margaret Rivera, AACC, x234
-- Kent Phillippe, AACC, x222

Program Name	Number of Programs	Number of Students Served	Average Salary	Salary Range
Accounting	9	953	$19,250	$14,000-$28,000
Agri-business	10	355	$19,167	$15,000-$25,000
Allied Health (multi-skilled workers in health care)	38	5057	$17,406	$13,000-$35,000
Architectural Tech	2	1618	$18,965	$16,930-$21,000
Assoc degree/Nursing	115	13759	$25,772	$16,.000-$40,000
Automotive	**42**	**4484**	**$20,597**	**$14,400-$30,000**
Aviation/Pilot program	**5**	**584**	**$21,667**	**$15,000-$27,000**
Aviation Maintenance	**4**	**239**	**$25,108**	**$17,430-$32,000**
Biomed Tech	**10**	**420**	**$23,861**	**$14,000-$29,000**
Business, etc.	**12**	**563**	**$15,150**	**$14,000-$18,000**
Cardiovascular Tech/Cardiac Telemetry tech	3	68	$19,587	$17,000-$22,000
Chemical Tech	1	14	$17,000	$17,000
Computer Assisted Design	34	4130	$20,794	$13,000-$30,000
Computer Applications	9	660	$18,275	$12,200-$23,000
Computer Tech/computer information systems	51	22947	$20,862	$14,000-$31,000
Culinary Arts	**16**	**2148**	**$19,368**	**$16,000-$25,000**
Dental Hygiene	**27**	**886**	**$29,560**	**$18,000-$60,000**
Interpreter	**6**	**576**	**$24,000**	**$14,000-$31,000**
Drafting & design	**11**	**617**	**$18,285**	**$15,000-$24,000**
Early Childhood Development	**15**	**2753**	**$15,058**	**$10,100-$23,000**
Electronics Tech/electronic engineering tech	44	2951	$21,904	$14,000-$30,000
Emergency Medical Services/Technology	13	1677	$21,999	$16,000-$27,000
Engineering/civil/mechanical	7	391	$22,739	$16,000-$27,000
Environmental	12	748	$20,936	$13,000-$26,000
Fashion Merchandising	4	1176	$18,913	$16,000-$23,650
Fire Science	**4**	**1076**	**$22,750**	**$19,000-$25,000**
Graphics Arts	**10**	**1518**	**$19,944**	**$14,000-$25,000**
Hospitality Mgmt/tourism	**10**	**1492**	**$21,100**	**$16,000-$26,000**
Hazardous Waste	**3**	**314**	**$23,667**	**$20,000-$26,000**
Industrial Maintenance/Repair	**12**	**696**	**$21,340**	**$17,000-$26,000**
Industrial Technology	1	11	$24,000	$24,000
Instrumentation	5	189	$22,600	$20,000-$26,000
Law enforcement (criminal justice)/Human serv	23	4244	$20,550	$13,500-$25,000
Licensed Practical Nursing	57	4587	$19,287	$12,000-$25,000
Machinist/Machine tool Tech	19	708	$20,810	$16,000-$26,000
Manufacturing Process Tech	**6**	**676**	**$24,940**	**$18,700-$30,000**
Medical Lab tech	**16**	**546**	**$19,750**	**$14,000-$27,000**
Mental Health	**2**	**134**	**$20,250**	**$19,500-$21,000**
Multimedia Technician	**5**	**198**	**$18,500**	**$15,000-$21,000**
Nuclear medicine tech	**4**	**71**	**$26,625**	**$24,000-$31,500**
Occupational Therapist Asst	23	1222	$22,970	$15,000-$30,000
Paralegal	21	3812	$21,322	$15,000-$28,000
Physical Therapy Assis	48	2033	$25,699	$18,000-$43,000
Quality Technology	5	187	$15,250	$21,000-$27,000
Radiologic Tech	33	1458	$22,901	$18,000-$31,200
Refrig/a/c/heating	**15**	**692**	**$19,818**	**$14,616-$35,000**
Registered Nurse	**52**	**7547**	**$28,141**	**$21,000-$40,000**
Respiratory Therapy	**28**	**1077**	**$24,986**	**$21,000-$32,100**
Robotics - automated manufacturing	**6**	**569**	**$25,033**	**$24,000-$30,000**
Special Services (Drug/Alcohol, Job Counseling)	**5**	**1003**	**$19,920**	**$19,000-$20,600**
Supervisor, Leadership Training, Admin Office	28	6552	$16,866	$11,000-$26,000
Surveying	2	89	$25,000	$25,000
Telecommunications/Interactive, Info specialists	4	271	$21,000	$18,000-$25,000
Tractor/Trailor/truck driving	5	619	$23,000	$21,000-$26,000
Veterinary Tech	6	557	$16,258	$15,000-$20,000
Welding Certificate	13	481	$18,778	$15,000-$26,000
TOTAL	971	114403	$22,119	$10,100-$60,000

BEST COPY AVAILABLE

AACC Research and Data

October 1994

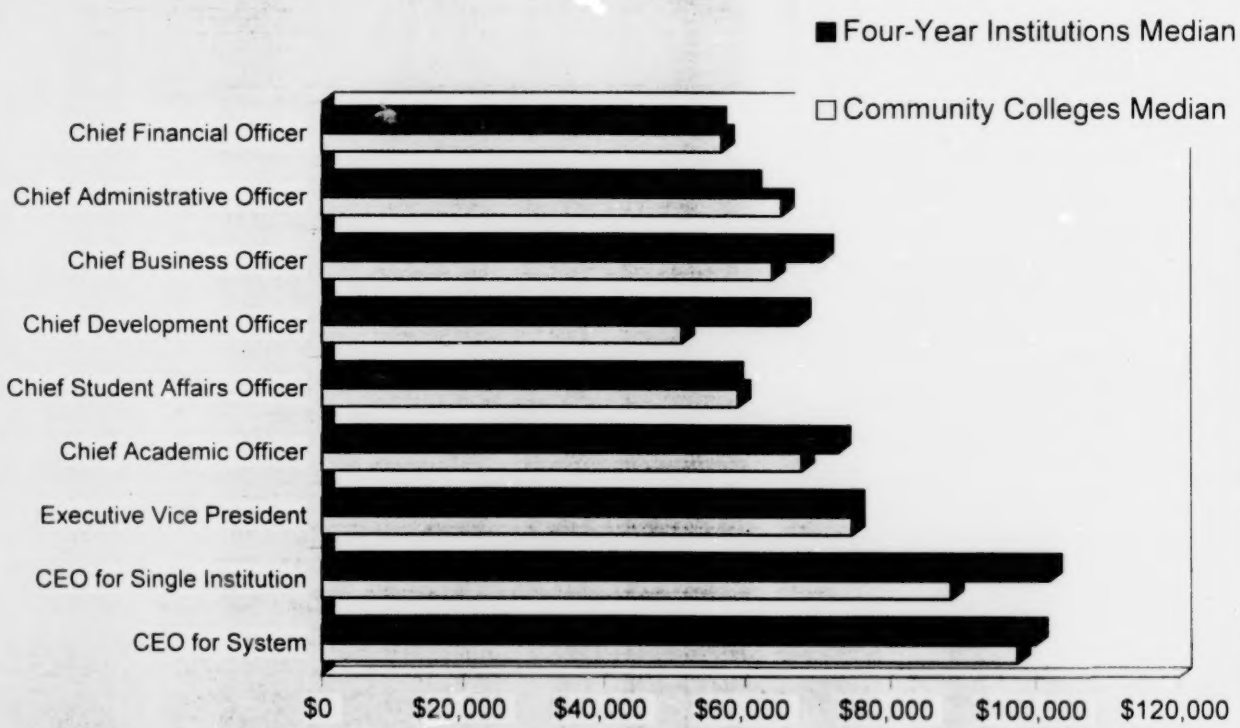
Salaries for Top Administrative Staff at Community Colleges

Each year the College and University Personnel Association (CUPA) surveys higher education to determine salaries received by various administrative personnel. This research brief is a synopsis of the data that are pertinent to community colleges, for top administrative staff at these institutions in the 1993-94 academic year. It is important to note that this data is self-reported survey data and may not be representative of the total higher education population. The response rate for this year's survey was approximately 43 percent, which is consistent with previous year's results.

Community college administrative personnel are generally paid less than are their counterparts in four-year institutions. This is shown in Figure 1 and Table 1. There are, however, several administrative positions where community college personnel have a higher median salary, such as the chief administrative officer, and chief financial officer. The CEO's of single institution community colleges, on the other hand, have a substantially lower average salary than CEO's at four-year institutions.

Table 1 also shows the median salaries for different positions based on gender and ethnicity. The salary difference between female and male staff with the exception of chief academic officers, shows a higher salaries for males, sometimes to a large degree. While data for minorities is less clear-cut, the trend is for the non-minority staff to receive higher salaries than minority staff. It is important to note

Figure 1
Top Administrative Salaries Four-Year Institutions and Community Colleges



Source: 1993-94 Administrative Compensation Survey (CUPA) 1994

here that there is no control for size of institutions for these salary comparisons, and that may explain the differences in the median salaries between groups.

Tables 2 and 3 represent two different ways of looking at community college salary data. Table 2 illustrates the range of salaries at community colleges by listing salaries at various percentiles. Table 3, on the other hand, illustrates the median salaries at schools with different total budget amounts. These can be used to evaluate salaries at individual institutions to get a better idea of a school's salary levels compared with a national norm. (The results of the survey also list the different budget quartiles by salary percentile for a finer level of analysis).

For example, if a community college with an annual budget of $7.4 million wants to determine the salary for a new chief student affairs officer, it could use this data to see that the median salary for schools its size is around $48,225. This is below the 20th percentile for the overall salary range, but is the median for schools with similar budgets.

--Kent Phillippe, AACC, ext. 222

Table 1

Top Administrative Staff Salaries

Title	Community Colleges					Four-Year Institutions
	Median	Male	Female	Minority	Non-minority	Median
CEO for System	$97,553	$97,553	$88,500	$81,200	$97,000	$100,000
CEO for Single Institution	$88,398	$89,616	$78,350	$86,355	$88,749	$102,000
Executive Vice President	$74,616	$75,200	$73,777	*	$75,200	$74,600
Chief Academic Officer	$67,669	$66,500	$68,004	$68,424	$66,748	$72,711
Chief Student Affairs Officer	$58,930	$59,245	$58,304	$58,872	$58,994	$57,920
Chief Development Officer	$51,022	$53,379	$45,949	$69,768	$51,022	$67,232
Chief Business Officer	$63,648	$64,824	$52,170	$60,638	$63,701	$70,376
Chief Administrative Officer	$64,896	$65,898	$62,793	*	$64,896	$60,480
Chief Financial Officer	$56,685	$57,669	$51,424	$55,546	$56,685	$55,620

1993-94 Administrative Compensation Survey (CUPA), 1994 * Insufficient number of cases to report

Salary Percentiles for Top Administrative Staff - Two Year Colleges

Title	Median				
	Total	20th Percentile	40th Percentile	60th Percentile	80th Percentile
CEO for System	$97,553	$81,453	$91,940	$101,000	$115,000
CEO for Single Institution	$88,398	$73,202	$84,266	$92,000	$101,980
Executive Vice President	$74,616	$62,379	$70,100	$76,214	$83,789
Chief Academic Officer	$67,669	$58,055	$64,745	$70,862	$65,803
Chief Student Affairs Officer	$58,930	$48,450	$55,900	$62,229	$70,176
Chief Development Officer	$51,022	$40,148	$16,651	$54,780	$67,831
Chief Business Officer	$63,648	$53,612	$60,683	$67,158	$77,111
Chief Administrative Officer	$64,896	$55,000	$62,000	$69,155	$74,904
Chief Financial Officer	$56,685	$42,887	$52,500	$61,300	$69,696

1993-94 Administrative Compensation Survey (CUPA), 1994

Table 3

Top Administrative Staff by Budget Quartile - Two Year Colleges

Title	Median Salary				
	All Two-Year Colleges	$8.4 Million or less	$8.4 - $13.7 Million	$13.7 - $22.9 Million	$22.9 Million or more
CEO for System	$97,553	*	$81,200	$92,375	$111,150
CEO for Single Institution	$88,398	$74,326	$85,000	$91,523	$102,014
Executive Vice President	$74,616	$59,690	$65,948	$75,415	$81,442
Chief Academic Officer	$67,669	$54,977	$64,873	$70,339	$48,399
Chief Student Affairs Officer	$58,930	$48,225	$55,519	$61,992	$70,832
Chief Development Officer	$51,022	$39,096	$44,893	$57,950	$64,900
Chief Business Officer	$63,648	$52,152	$58,200	$69,402	$77,934
Chief Administrative Officer	$64,896	$59,691	$56,196	$69,155	$72,850
Chief Financial Officer	$56,685	$43,267	$42,948	$59,646	$69,696

1993-94 Administrative Compensation Survey (CUPA), 1994 * Insufficient number of cases to report

AACC Research and Data

November 1994

Student Financial Aid in Community Colleges

This brief looks at various aspects of federal financial aid, particularly as it effects community colleges and their students. More specifically, this brief will look at the trend in Pell Grant dispersement, and several aspects of other federal aid programs. Finally, it will look at the hotly debated issue of student loan default rates as a fair measure of institutional effectiveness.

Table 1 shows a 20-year trend in federal authorized and actual dispersement of Pell Grant dollars. As can be seen, while there has been an almost constant increase in the current dollar authorized amount, the actual amount in 1994 dollars has almost steadily decreased. (See Figure 1). Therefore, the amount of federal Pell Grant funding per student who receives it has decreased in power for the most part. The recent Congress has again reduced the total amount to be spent on Pell Grants, with a mere $40 dollar increase from $2300 to $2340.

Table 2 shows the percentage distribution of money to students by various levels and control of institution receiving Pell Grants and other campus-based federal aid programs. Over this nine-year period, public community college students have been increasingly successful at obtaining Pell Grant dollars, while maintaining a relatively constant rate of other campus-based federal aid. Table 3 shows the percentage of students at the institutions who actually receive aid. While community college students have been increasing their amount of aid dollars, they are still significantly below other institutions with regard to the number of studens who actually receive aid. The average award to the community college student is also below the amount given to students at other institutions.

—Kent Phillippe, x222

Figure 1

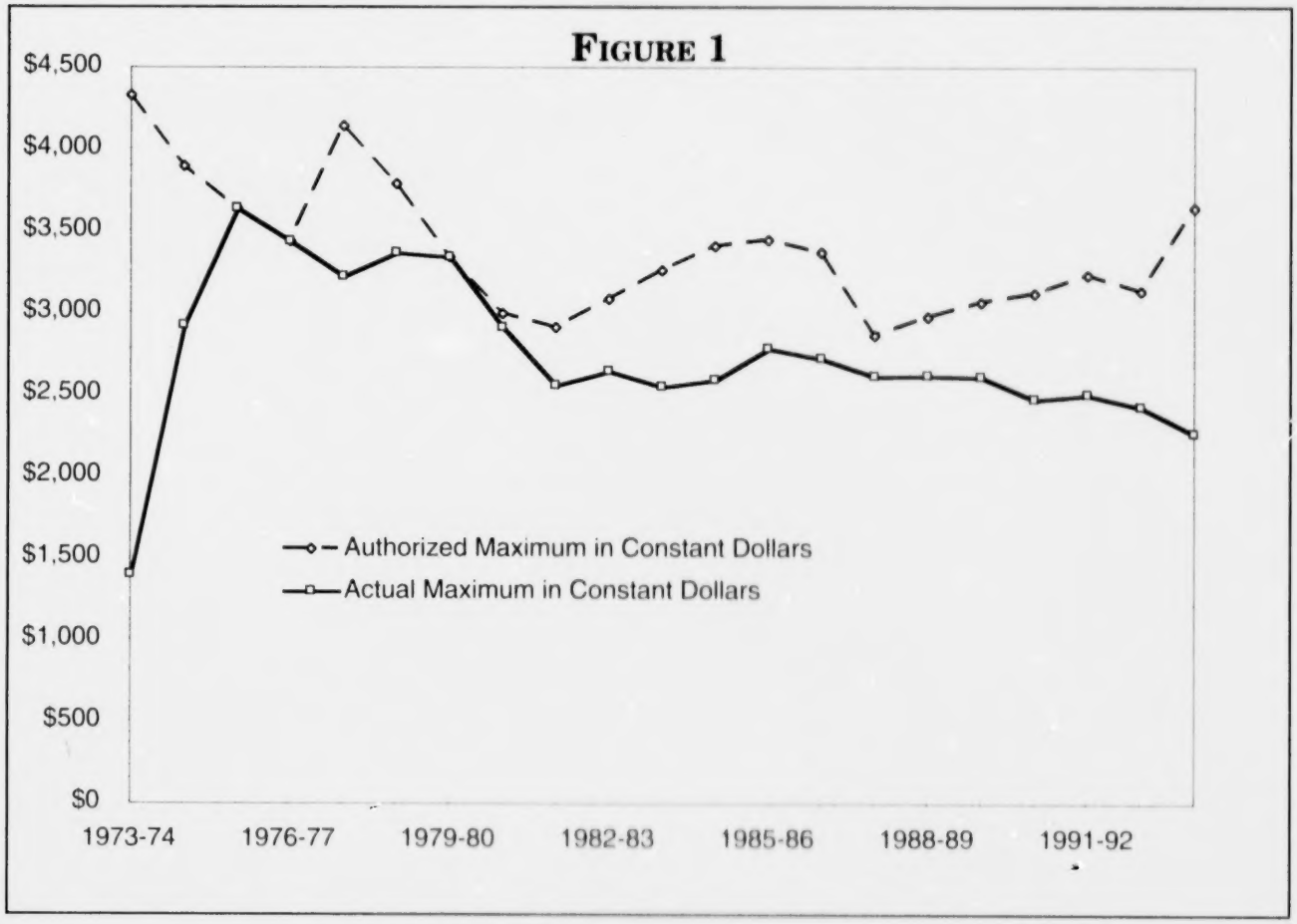


TABLE 1

	Description of Pell Grand Awards			
	Authorized Maximum		Actual Maximun	
Academic Year	Current Dollars	Constant Dollars	Current Dollars	Constant Dollars
1973-74	$1,400	$4,329	$452	$1,398
1974-75	$1,400	$3,895	$1,050	$2,921
1975-76	$1,400	$3,638	$1,400	$3,638
1976-77	$1,400	$3,437	$1,400	$3,437
1977-78	$1,800	$4,141	$1,400	$3,221
1978-79	$1,800	$3,787	$1,600	$3,366
1979-80	$1,800	$3,341	$1,800	$3,341
1980-81	$1,800	$2,994	$1,750	$2,911
1981-82	$1,900	$2,909	$1,670	$2,557
1982-83	$2,100	$3,083	$1,800	$2,643
1983-84	$2,300	$3,258	$1,800	$2,549
1984-45	$2,500	$3,407	$1,900	$2,590
1985-86	$2,600	$3,444	$2,100	$2,782
1986-87	$2,600	$3,368	$2,100	$2,721
1987-88	$2,300	$2,862	$2,100	$2,613
1988-89	$2,500	$2,974	$2,200	$2,617
1989-90	$2,700	$3,064	$2,300	$2,610
1990-91	$2,900	$3,118	$2,300	$2,473
1991-92	$3,100	$3,230	$2,400	$2,501
1992-93	$3,100	$3,133	$2,400	$2,426
1993-94	$3,700	$3,640	$2,300	$2,263

Source: The College Board

TABLE 2

Percent of Students Receiving Aid and Average Amount by Level and Control of Institution

	Total Aid		Pell		All Loans		State Aid	
Type & Control of Institution	Average	%	Average	%	Average		Average	%
Public 2-Year	$ 1,998	27.6%	$ 1,197	46.3%	$ 2,718	18.3%	$ 713	28.7%
Private 2-Year	$ 3,365	56.0%	$ 1,434	50.0%	$ 2,601	41.1%	$ 1,641	29.5%
Proprietary 2-Year	$ 3,991	77.4%	$ 1,465	60.3%	$ 2,874	73.9%	$ 1,726	17.9%
Public 4-Year	$ 3,017	42.9%	$ 1,482	51.2%	$ 2,300	43.3%	$ 1,166	39.3%
Private 4-Year	$ 5,240	66.5%	$ 1,548	38.0%	$ 2,946	50.1%	$ 1,784	41.4%
Public Doctoral	$ 3,608	43.1%	$ 1,522	46.0%	$ 2,520	50.6%	$ 1,283	32.1%
Private Doctoral	$ 7,053	58.0%	$ 1,635	33.3%	$ 3,340	55.6%	$ 2,059	32.3%
Overall Average	$ 3,606	42.9%	$ 1,435	47.7%	$ 2,799	47.7%	$ 1,320	29.9%

Source: NPSAS Data System

TABLE 3

Percent distribution of aid from Pell, and Campus based aid programs									
Pell Program	**1984-85**	**1985-86**	**1986-87**	**1987-88**	**1988-89**	**1989-90**	**1990-91**	**1991-92**	**1992-93***
Public institutions	56.2	55.8	54.4	53.3	55.3	56.9	58.1	59.8	62.0
Two-Year	18.4	18.8	18.7	18.5	19.7	21.1	22.6	35.5	25.7
Four-Year	37.7	37.0	35.7	34.8	35.6	35.8	35.5	24.3	36.3
Private Institutions	23.0	21.9	20.8	20.1	20.2	20.0	19.8	19.6	19.5
Proprietary Institutions	20.8	22.1	24.8	26.6	24.5	23.1	22.1	20.7	18.5
Total	100.0	99.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Federal Campus Based Program	**1984-85**	**1985-86**	**1986-87**	**1987-88**	**1988-89**	**1989-90**	**1990-91**	**1991-92**	**1992-93***
Public institutions	52.4	51.4	51.5	50.8	51.1	50.3	50.0	49.5	49.1
Two-Year	9.6	9.8	9.7	9.0	8.9	8.8	9.2	9.3	9.7
Four-Year	42.7	41.6	41.8	41.8	42.1	41.4	40.8	40.2	39.4
Private Institutions	42.7	43.3	42.9	43.4	43.8	44.3	44.7	45.0	45.5
Proprietary Institutions	4.9	5.3	5.6	5.8	5.2	5.4	5.2	5.5	5.5
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Source: The College Board

AACC Research and Data

December 1994

Profiling the Community College Student

More than five million students attend community colleges in courses leading toward a formal degree or certificate. Roughly half of all students begin their postsecondary education in a community college. Approximately 3 percent of the U.S. population aged 18 or older attend a community college. This brief will look at some of the different demographics of this large group of people.

The "traditional" college student, 18-20 years old, attending full-time, not in the workforce, makes up considerably less than half of the community college student population. The community college student is more likely to attend part-time (66 percent), be older than 22 years of age (63 percent, see Table 1), and work at least part time (65.8 percent). In addition more than half (58 percent, see Figure 1) of the students attending community colleges are female, a significantly higher proportion than in the general population. Females as well as males work while attending community college. Table 2 shows the amount of workforce participation by students attending community colleges. Given the large number of community college students maintaining at least part-time employment, it is not surprising that the average length of an associate degree is longer than two years.

Table 1

Age of Students, Fall Headcount Enrollment, 1991

Age	Enrollment
0-21	1,827,206
22-29	1,367,087
30-39	1,757,578
Unreported	700,029

Source: NCES, 1993

The student population is also more diverse at community colleges than at four-year institutions. Forty-seven percent of all racial/ethnic minorities attending postsecondary education are in community colleges, and they make up nearly one fourth (24.7 percent) of the community college student body. Figure 2 illustrates the percentages represented by the different racial/ethnic backgrounds of students attending community college. The higher representation of minority students in the community colleges speaks to the community colleges' commitment to accessibility for all students. African Americans, persons of Hispanic origin and Native Americans are less likely to persist to obtain the associated or more advanced degree. Not only are there large numbers of minorities represented on the community college campus, there are approximately 58,000 international students attending community colleges nationwide. This number does not include those students who are undocumented residents. Table 3 shows the schools that have the highest enrollment of international students. Because of the large enrollment of international students in community colleges, as well as first generation and undocumented citizens in the U.S., there has been a tremendous increase in the number of schools and classes providing English as a Second Language training.

Approximately 6 percent of community college students report a disability of some kind. Students who report a disability are almost twice as likely to be enrolled in a community college than a four-year institution. Figure 3 illustrates the distribution of reported disabilities on community college campuses highlighting the prevalence of students who report learning disabilities at community colleges.

This report has only touched briefly on the variation and diversity that makes up the community college student population. The commitment to open access, and building communities that characterize these institutions is clearly reflected here.

--Kent Phillippe, x222

Table 2

Employment Status of Community College Students
[in thousands]

	All Students				
		Employed Full-Time		Employed Part-time	
Age of Student	Total*	Students	Percent	Students	Percent
All Students	4239	1574	37.1%	1217	28.7%
15-19 years old	1084	145	13.4%	556	51.3%
20-24 years old	1370	431	31.5%	449	32.8%
25-34 years old	988	567	57.4%	122	12.3%
35+ years old	797	431	54.1%	90	11.3%
	Full-Time Students				
		Employed Full-Time		Employed Part-time	
Age of Student	Total	Students	Percent	Students	Percent
All Students	2205	276	12.5%	880	39.9%
15-19 years old	897	74	8.2%	475	53.0%
20-24 years old	815	114	14.0%	310	38.0%
25-34 years old	305	52	17.0%	64	21.0%
35+ years old	188	35	18.6%	30	16.0%
	Part-Time Students				
		Employed Full-Time		Employed Part-time	
Age of Student	Total	Students	Percent	Students	Percent
All Students	2034	1058	52.0%	259	12.7%
15-19 years old	187	24	12.8%	33	17.6%
20-24 years old	555	255	45.9%	98	17.7%
25-34 years old	683	437	64.0%	89	13.0%
35+ years old	609	342	56.2%	70	11.5%

Source: U.S. Bureau of the Census

* Total enrollment based on U.S. Bureau of Census data. Differences in enrollment are due to differences in definition and data collection

Note: Information for this report came from "Relating Curriculum and Transfer," Edited by Arthur Cohen; "Directory of Disability Support Services in Community Colleges," Edited by Lynn Barnett; "Digest of Education Statistics, 1993," National Center for Education Statistics.

TABLE 3

U.S. Community Colleges with the Largest International Student Enrollment: 1992-93

School Name	Number of Students
Santa Monica College (CA)	2,111
Miami-Dade Community College (FL)	1,654
Montgomery College (MD)	1,400
Edmunds Community College (WA)	1,000
LaGuardia Community College (NY)	940
Total All U.S. Community Colleges	58,000

Source: Institute of International Education

FIGURE 1

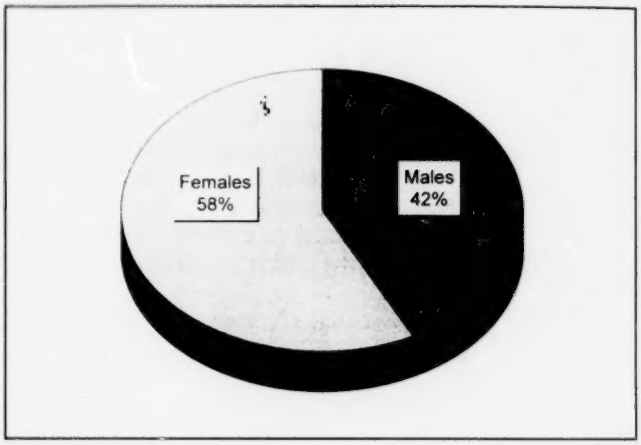


FIGURE 2

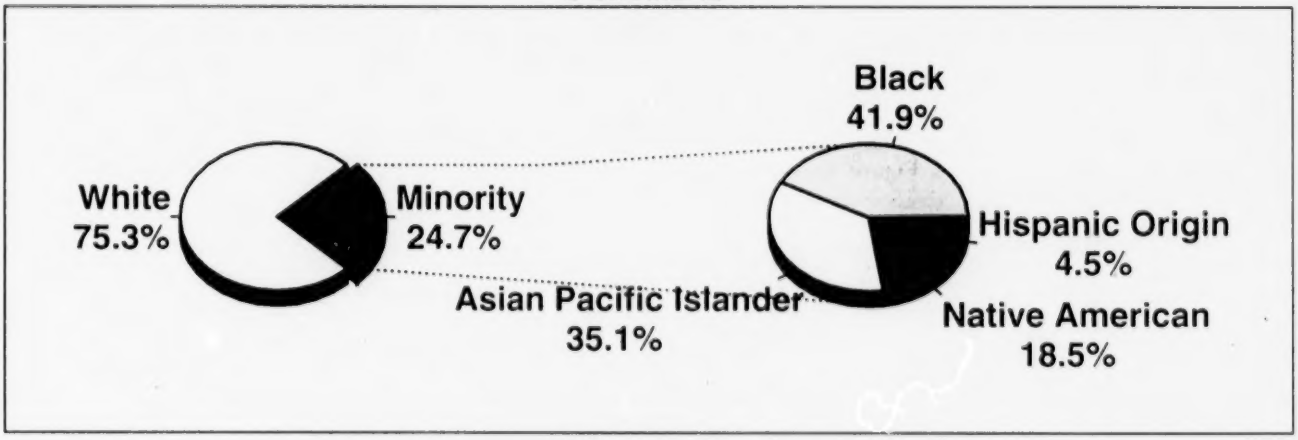


FIGURE 3